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ABSTRACT

A kit containing 10 classroom activities with student work sheets, background information, a glossary, and samples of census data current and past is presented. The material is designed as a classroom resource to learn about the value and significance of the national census. Suggested topics for outreach activities; classroom materials; a facsimile of the 1990 census questionnaire; and a data handout on race, Hispanic origin, and selected ancestry groups from the 1980 census are included. (NL)

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1990 Census: Celebrate Me!
Celebrate You!
Celebrate U.S.!

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1990 Census: Celebrate Me! Celebrate You! Celebrate U.S.!

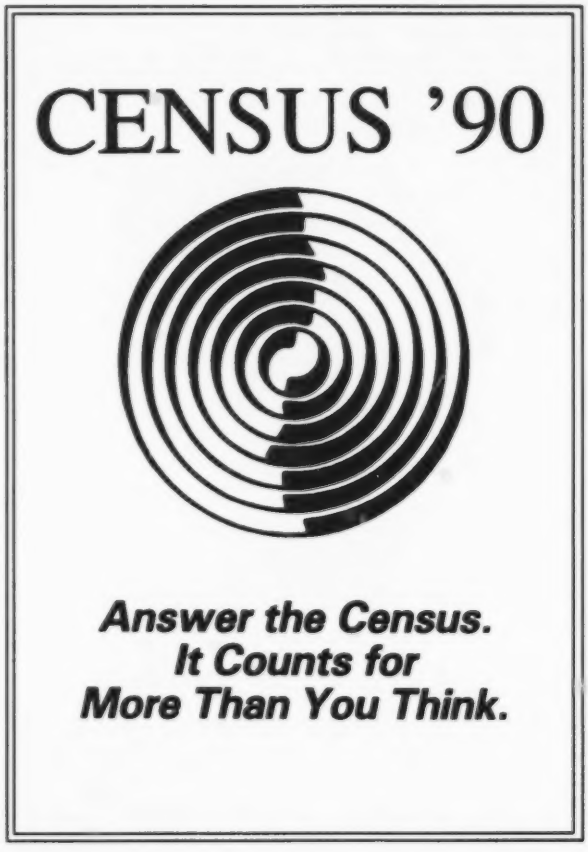
Supplement to the 1990 Census Education Project

The 1990 census is a celebration! Unlike any other national event, it involves everyone. We have not taken an accounting of our people since 1980 and will not again until 2000. The decennial census is a part of our Constitution and its repetition every decade since 1790 is one measure of the vitality of this 2-centuries old document. The 1990 census holds special significance since it is the bicentennial of census-taking in this country. The decennial census provides a portrait of us as a diverse people. At each sitting, the picture has changed as (among other things) the richness of our racial, ethnic, and cultural composition and distribution has changed. This event stands also as our individual opportunity to affirm our membership in our national community and say something about who we are as persons. While a national celebration, the 1990 census is very much a local celebration since our national portrait is a mosaic of its parts—farm communities, ethnic neighborhoods, American Indian reservations, college towns, big cities, Alaska Native villages, barrios; every community across this country. **The 1990 census is a celebration. The celebration begins April 1, 1990 and everyone is invited to participate.**

You and your students have an active role to play in this celebration and in helping make the portrait of your community as rich as possible. Since this census happens only once every 10 years, it is an event easily forgotten and frequently misunderstood by many in this country. Its results will affect everyone, but few know how or why census information is important. You can help ensure the success of the 1990 census; make sure your school, district, and community have accurate information to guide decisions into the 21st century; and engage your students in a learning experience by including the census in your curriculum this year, especially during the last 2 weeks of March 1990.

Some months ago, we mailed a package of K-12 teaching materials to every school and school district office nationwide—**the 1990 Census Education Project.** The kit contains 10 teacher-ready activities with student work sheets, background information, glossary, and samples of census data from the past and today. The kit also gives ideas for bridging classroom learning with community and parental involvement.

1990 Census: Celebrate Me! Celebrate You! Celebrate U.S.! is a supplement to the project. It is



designed for junior high to high school students; however placement is your decision. It introduces students and educators to a facsimile of the 1990 census basic, or short form, questionnaire; selected questions relating to race, ethnicity, and ancestry; and various aspects of census-taking in this country. It also reinforces the importance of being counted in the census, explains what it means to be missed in the census, and offers suggestions of community awareness-building activities that schools and districts can undertake. The supplement has been designed to stand alone, as it incorporates key segments from the **1990 Census Education Project** teaching kit. It can, however, be used to complement other instructional components of the project.

Suggested Census Outreach Activities-- Census Celebration Ideas

Outreach is vital to the success of the census, because so much rests upon the willingness of the American people to respond promptly, accurately, and completely. We are working to minimize any problems by calling on community institutions to help.

You can help generate an awareness of the census and its importance in your community by performing some of the following suggested outreach activities. We offer this as a starter list. Ask students and colleagues for their ideas on special localized 1990 census events and activities.

1. **Involve Your Students.** The 1990 census is a count of the population--children and teenagers as well as adults. Your students are part of the census. They will be counted on their parents'/guardians' census forms. As the students grow up and form households, they will be participating in future censuses by completing their own census questionnaires.

   Motivate the students to actively participate in this census (1) by having them make sure that their households answer their census questionnaires and that everyone usually residing in their homes is included on the forms and (2) by having them generate community awareness projects such as those listed below. Ask them for ideas of what they can do to make area residents aware of the census. Encourage them to follow through on their ideas. In some households (where language, comprehension, or other factors may hinder parents'/guardians' abilities to respond), older students may be completing the 1990 census form.

2. **Create a Media Campaign.** Use a variety of school communications vehicles to generate awareness of the forthcoming census among the student body and members of the community. Possibilities include: statements on outdoor marquees; announcements on scoreboards or public address systems at sporting events; posters on school busses and in gymnasiums; messages on school cable TV, radio, telephone, or electronic bulletin board systems; school newspaper stories; and bulletin board displays.

   Challenge the students to create visual and written messages around the slogan--"Answer the Census. It Counts for More Than You Think!" Have them generate local examples of what the "More" is, using the Uses of Census Summary Data section in Handout 1, "The Bicentennial U.S. Census: An Overview." Have them create an exhibit on how census data have touched local lives or helped better the community. Building upon a theme of affirming self, group, and/or community, have students experiment with the theme--"Stand Right Up for Who You Are. Answer the Census." Have them create an exhibit, collage, or display that celebrates race and ethnicity in the school, neighborhood, or community.

   Approach parts of your campaign as contests. For instance, in art classes, have students create posters, cartoons, and collages that explain the importance of the census and the need for everyone to be counted. Themes can be extracted from the background information contained in Handout 1--"The Bicentennial U.S. Census: An Overview." Students could participate in a slogan contest. Have them design bumper sticker-sized statements that best describe their importance in the census, such as, "We Count Too!" Consider essay or writing contests. Students might cover the importance of the census to the community, or historical change in the community. Contest winners could be reported in the school paper.

3. **Develop Promotion Around Special Events.** If there is a special school or community event occurring around the time of the census (such as a fair, a concert, a dance, or a sporting event), display student census posters or make special announcements. If no special event is happening at

that time, develop one. For instance, have the students create a special census awareness fair.

4. **Celebrate With a Bicentennial or Historical Exhibit.** Create community displays showing historical population changes which have taken place in the community, county, or the state. A combination of photographs, line art, other graphics, historical newspaper stories, and other written information can create an effective presentation celebrating these changes. Members of local historical societies or genealogical groups make good sources of assistance and good speakers for classes or school assemblies. Also, contact your local newspaper for ideas and sources of historical news items, photographs, and graphics. Involve the student council.

5. **Have Special Presentations.** Census data are being put to many uses in your state/community. Invite people from your community who use this information to give special presentations on how census data are used in everyday life. Sources include: a local, Alaska Native village, county, American Indian reservation, or regional planning office; a chamber of commerce; an education planning office; a market research firm; a county extension agency; a large business; a documents library; selected departments of your newspaper, such as business or advertising.

6. **Make School/District Employees Aware.** Nationally, there are more than 4 million school and district employees. You can help ensure that employees and colleagues know about the census and the need for them to respond. Help them understand the connection between the answers they give, the data that result, and the decisions that are made with the data which affect education. Include announcements in employee bulletins, with paychecks, and the like. Involve the school board and parent-teacher groups in generating school- and district-wide and community awareness. Advise your colleagues of census job opportunities and ask them to tell their friends to apply.

7. **Make Other Community Leaders Aware.** Other 1990 census outreach programs are directed toward local governments; American Indian tribal and Alaska Native village governments; religious organizations; the media; a large number of community organizations, especially minority ones; businesses; state offices; and Federal departments and agencies. All parts of your community have a stake in a complete and accurate census. Help other leaders recognize how they and their members have a vested interest in the 1990 census. Act as a catalyst to the census awareness of other influential community institutions.

8. **When Should I Do This?** Be sure to allow yourself preparatory time for the project(s) undertaken. The best time to implement these activities is in the 2 weeks before Census Day—April 1, 1990. This will coincide with other national, state, and local activities and events. However, after April 1, people still have time to respond to the census and are still required by law to answer. A post-Census Day media campaign can communicate these messages.

9. **Questionnaire Assistance Will Be Available.** Since some persons will have difficulties in answering the questionnaire, various kinds of assistance will be available. An assistance telephone number will be listed on the outside of each questionnaire. A series of foreign language, toll-free 800 numbers also will be available for speakers of Spanish, Cambodian, Chinese, Korean, Laotian, Vietnamese, and Thai. Language Assistance Guides will be produced for over 30 different languages. A special informational brochure will be mailed just before Census Day to areas of the country with high concentrations of Hispanics and various Asian groups. It will present information in English, Spanish, and six Asian languages.

Classroom Activities and Teacher's Notes

The purposes of the following classroom activities are to introduce students to the decennial census of the United States, give them experience in completing a facsimile of the 1990 questionnaire and questions related to multicultural concepts, and allow them to discuss some of the issues surrounding census-taking in this country.

By using the narrative in Handout 1—The Bicentennial U.S. Census: An Overview and the facsimile questionnaire and selected individual questions, students can examine and discuss: a brief history of the decennial census and why it is taken, how the 1990 census will be conducted, what is asked in the census, who should be counted and where, the difference between census answers and census data, how

census answers are held confidential, why a complete count is important, and the civic responsibility of responding to the census.

Suggested Grades 7–12

Suggested Time 2–3 days

Learning Objectives

Students will demonstrate abilities to:

1. Explain that the 1990 census asks questions about housing and population,
2. Explain the difference between census answers and census data,
3. Fill out a facsimile of the questionnaire,
4. Name at least one measure used to keep census answers confidential,
5. Name at least one use of census data other than reapportionment,
6. Describe one possible effect of an undercount of the population, and
7. Describe one thing they can do to help ensure a complete count.

Census Vocabulary

Apportionment – The means of dividing up the number of seats in the House of Representatives among the states according to the population counted in the census. This process is to be repeated every 10 years and is called reapportionment. Article I of the Constitution, adopted in 1787, provided for apportionment, reapportionment, and the census.

Bicentennial – The 200th anniversary of an event or person. Here, it refers to the 200th anniversary of the first census in the United States (1790).

Census – A count, or enumeration, of all the people in a given area. Such a count also can include things other than population. The decennial census in the United States counts the Nation's population and housing units and their characteristics.

Census Answers – The responses people report on a census form. These responses and other personal information are confidential.

Census Data – The numbers totaled or calculated from individual answers on census forms for a variety of geographic units.

Census Day – The official date of a census. In the United States, national Census Day has been April 1 since 1930. The count produced during a census will stand for everyone who usually lives in the country on that date.

Census Form – A sheet(s) of paper containing the questions that people answer in a census. It also is called a census questionnaire.

Census Schedule – Another name for a census form (akin to a list or inventory). This term is more often associated with early censuses in this country, when as many as 50 people would be listed on one large sheet.

Census Year – The year a census is taken. The decennial census of the United States is taken every 10 years: 1790,...1980, 1990, 2000, 2010,...

Complete Count – A 100–percent enumeration of every person and every housing unit in the country. It also means that everyone answered all the population and housing questions on the census forms.

Confidential(ity) – Private. In the census, this means no one except sworn U.S. Census Bureau employees can look at identifiable personal information reported in the census. Census confidentiality is maintained for 72 years. This means that 1990 census forms will be confidential until the year 2062.

Decennial Census – A census taken every 10 years. A decennial census has been taken in the United States in years ending in 0 (zero) since 1790.

Enumeration – Another term for a census or count.

Housing Units (year round) – All occupied houses, apartments, mobile homes, tents, vans, and other structures and all vacant units available or intended for people to live in all year. They do not include vacation units intended for seasonal occupancy and vacant units held for migratory labor. The occupant(s) lives and eats separately from all others in the same building and can enter and leave without going through anyone else's home.

Population – The number of people or inhabitants of an area at a given time.

Questionnaire – A form containing questions asked, most often, for obtaining statistically accurate information about a group of people. For the 1990 census, there will be two questionnaires. One is the basic, or "short form" questionnaire containing seven population and seven housing questions (see Handout 2.) The other questionnaire is called the sample, or "long form" questionnaire. It includes all of the items found in the basic questionnaire, but it also asks 26 additional population questions (such as educational attainment, income, ancestry, citizenship, migration, and occupation) and 19 additional questions about the housing unit (such as age of the structure, source of water, and type of fuel used for heating).

Sample – A part of a population scientifically selected usually to represent the whole population.

Survey – A way to collect facts, or opinions from a portion or sample of a population. Usually the answers from these people or households will be used to represent those of everyone in the population. Since the 1990 census will ask some questions of everyone in the country and other questions of only a portion, the 1990 census includes both a sample survey and a complete enumeration to collect facts for the Nation and its geographic parts.

Undercount – The degree to which people and housing units are missed in the census count.

NOTE: Discussions of race, Hispanic origin, place of birth, and ancestry are found later in the "Teachers Notes" and examined in Handouts 2–4.

Materials Needed

- Copy or copies of Handout 1—"The Bicentennial U.S. Census: An Overview"
- Copies of Handout 2—"Facsimile of the 1990 Census Questionnaire: Short Form"
- Copies of Handout 3—"Selected 1990 Census Questions"
- Copies of Handout 4—"Data on Race, Hispanic Origin, and Selected Ancestry from the 1980 Census"

Getting Started

1. Duplicate and distribute copies of Handout 1. Have the students read the narrative. Alternatively, duplicate one copy of the handout and select students to read individual passages to the class.

2. After completing the reading, present all or some of the following questions or have them read a section and then discuss questions associated with that passage.

   - What is the decennial census?
   - What mandated a census be taken in this country?
   - When was the first census and why was it taken?
   - What questions were asked in the first census?
   - What is Census Day and when does it occur in 1990?
   - Why are there different questionnaires (long and short forms)?
   - What is the difference between an enumeration and a sample survey?
   - What happens if a household does not mail back its questionnaire?
   - What is the difference between a census answer and census data?
   - What are some ways census data are used in everyday life?
   - Is it mandatory to answer census questions and return the form?
   - What is census confidentiality and how are census answers kept confidential?
   - What is an undercount and why do some people choose to leave themselves out of the census?

3. Using the last question in Item 2 as a backdrop, present the following.

   Census data affect decision making. In our complex society, many decisions are made based on quantifiable evidence. Fewer and fewer decisions are made by "the seat of the pants." Without a complete count in the census, the resulting information will be incomplete. While census data are not the only factor in decisions, where used they are important in most decisions and the driving force in others. If census numbers are inaccurate, the people using them can make inappropriate decisions, as in the following imaginary story. (Note: National, state, and local funding formulas and the use of census data in them vary greatly. The per capita allocation used here is a fictitious amount in order to keep the story simple and understandable.)

   "Out of sight! Out of mind!"

   The Township of Butterbrook receives money from the state government on the basis of Butterbrook's total population. The amount has been $140 per resident per year since the last census count of 99,510, or about $13.9 million a year. In recent years, the economy of the area has not been good. A few companies have moved away; a few hundred jobs were lost. The township manager does not think the population has grown, but hopes because it's a young population, that there have been enough births to keep the total population stable. It needs to be stable; with unemployment running high, township coffers are getting low from providing social and economic assistance to keep unemployed families afloat.

   The good news is that the total population count would show Butterbrook had 100,000 residents in the newest census, if everyone had answered. The bad news is that 5,000 of them were not counted in the census. These people chose to make themselves invisible. Some didn't care, or thought they didn't make a difference in the census. Some decided it was none of the government's business. They didn't respond and never answered the door when the enumerator came by to follow up. Others were afraid their answers would be used against them and just didn't include everyone that was living in their home on the census form. Because of this undercount, instead of Butterbrook getting nearly $70,000 additional per year from the State at present funding levels, the township will actually lose $700,000 per year, or $7 million for the decade. That's about a five percent loss in revenues.

   The township manager has looked for a place in the budget to cut, but everything is already cut to the bone. So, the solution is a five-percent across-the-board cut in all township services and programs. These include police and fire protection, hospitals and health programs, public welfare, sanitation, parks and recreation, transportation and road improvements, and housing and community development. Since the population has really increased and the "invisible" people are

really there, the requests for township services have gone up.

Ask the students for reactions to the story. What does the title mean? Ask them to suggest some of the possible specific effects from a reduction in services, such as longer response time from the fire department because of a loss of firefighter jobs. Have the students suggest ways that Butterbrook community leaders could have gotten participation in the census from some or all of the "invisible" residents in the census. Have them suggest ways they can help make sure there is a complete count in their community. (For some specific ideas, see the previous section, Suggested Census Outreach Activities.) Have the students implement their suggestions.

Development

1. Distribute copies of Handout 2—"Facsimile of the 1990 Census Questionnaire: Short Form." (NOTE: The facsimile is a 20% reduction in size of the official "short form". When discussing Item 3, below, you may want to use part of Handout 3—"Selected 1990 Census Questions." It contains the race and Hispanic-origin questions shown in Handout 2, but they have been enlarged. Handout 3 also contains two questions found only on the "long form" questionnaire, place of birth and ancestry. They will be used in conjunction with Items 4 and 6, below.)

   Explain that Handout 2 is an example of the census form to be delivered to households across in the country around March 23, 1990. It is the "short form" of the questionnaire, also called the basic questionnaire. It includes only the questions that every household in the country will answer. The actual questionnaire is 4 pages in length. (NOTE: Because of space limitations here, pages 2 and 3 have been compressed, leaving out the columns for persons 3-6. The cover page of the form has been left off. It gives a short introduction to the census and the questionnaire and briefly explains confidentiality and the mandatory aspects of answering (which are covered in Handout 1). When the forms are delivered, this page also will provide information on where to get assistance in completing the form. Page 4 of the form is not included here. It simply asks for the name, address, and telephone number of the person completing the form in case there are any questions. This page asks the respondent to check the form for completeness and provides instructions on how to return it.)

2. Direct the students to examine the pages. Point out page 1. The names of everyone living in the household are written here. Ask them to read this page including the instructions, then present the following scenarios. The answers can be determined from page 1 of Handout 2.

   It is April 2, 1990. Stephen and Joan Tallchief have not yet filled out their census form. They have been a little busy. They have been at the hospital off and on for the past 3 days. Joan is pregnant and has been there awaiting the delivery of their baby. The baby was born today; they want to know if they should count the baby on their form. Should they? (Answer: No. The count is as of April 1. That is what the statement, "Census Day is April 1, 1990" means. The 1990 census is to record a picture of the Nation's houses and its people as of that day.)

   Juan Ramirez is a sophomore at State University, 300 miles from his parents' home. He visits them during the summer but lives on campus during the school year. Should his parents include him on their census form? (Answer: No. He is counted in the university town. He will complete his own form. Ask the students to consider what would happen to the university town's population if the students were counted at their parents' homes.)

   George and Amanda Peterson are retired. They have lived in Duluth, Minnesota for the past 30 years. Since they have retired, they spend 6 months of every year in Duluth and the winter and early spring months on Padre Island in Texas. On Census Day, they were in Texas. Where should they be counted? (Answer: Duluth or Padre Island. Here the decision is not as cut and dried. It is their choice to decide where they consider their usual place of residence to be. They are to be counted only once; have the students consider the effect of counting migratory persons in this way.)

3. Direct them to pages 2-3 of the facsimile. Ask them to describe the information being requested in questions 2-7 and H1-H7. Invite them to suggest why these questions are asked and how the resulting data will be used. For some examples,

see the subsequent section in Handout 1, Uses of Census Summary Data. (NOTE: Have them examine questions A–G in the right corner of page 3 which are completed by Census Bureau employees. This is how vacant housing is enumerated.)

Ask them to examine questions 4 (race) and 7 (Hispanic origin). Invite them to suggest how these are different. The concept of race as used by the Census Bureau reflects self–identification by respondents; it does not denote any clear–cut scientific definition of biological stock. The data resulting from this question will present a picture of this country's racial diversity, based on the race with which respondents most closely identify themselves. (NOTE: See the Instruction Guide section on how to answer these and the other questions listed in Handout 3.) For the purposes of the census, Hispanic origin is not classified as a racial category, but rather as an ethnic group. Persons of Hispanic origin may be of any race. Origin, here, can be viewed as the ancestry, nationality group, or country in which the person or person's parents or ancestors were born before their arrival in the United States. Therefore, to produce an accurate depiction of these portions of the national "portrait," everyone must answer both the race and Hispanic origin questions.

In 1980, a number of people had difficulty with these questions, for instance listing Hispanic origin in response to race. This led to inconsistencies in the total data. Using this as an example, ask the students if they think any of the questions or answer categories will be of special concern in their community, such as alternative names for a specific racial or Hispanic group. What kinds of awareness building activities can they suggest and implement that would help make sure that local residents interpret these questions accurately?

Use Handout 4—"Data on Race, Hispanic Origin, and Selected Ancestry Groups from the 1980 Census," as a means of explaining the 1980 composition of the U.S. population by race, Hispanic origin, and selected ancestry. In conjunction with the glossary and Handouts 2 and 3, Handout 4 will help illustrate the difference between census answers and census data and demonstrate what is reported in a census.

4. After the students are familiar with the questions, have them gain experience in completing the form. Use Handout 3 also since it contains two "long form" questions which will further enhance their information recording. The activity could take a variety of directions.

   A. Have the students simply answer the questions about themselves. Each student should list his/her name in question 1 and under the heading for Person 1 on "page 2". Have them answer question 2–7 for person 1 and questions H1–H7 for their home. Have them complete another copy from a vantage point in the year 2000 or 2010. What will their lives be like? Have them imagine their personal future households. Will they be married? How old will they be? (NOTE: This would necessitate adding, on a separate sheet of paper, answers for questions 2–7 for anything larger than a three person household.)

   B. Have them answer based upon their present family situation, recording information about themselves and the members of their household. (NOTE: Please inform the students that this activity is not their households' or families' official response to the 1990 census.)

   C. Have the students use the 1990 facsimile as a tool for intergenerational research and recording family histories.

   D. Direct them to undertake cross–cultural, biographical research on important historical figures and complete the questionnaire as if they were these persons.

      Likewise, have them do cross–cultural, biographical research about everyday people, both historical and contemporary and real and fictitious. Have them adopt the role of an individual or family as their own and complete the questionnaire as much as possible. Some possible sources for vignettes include: Dayton Duncan's Out West, William Leastheat Moon's Blue Highways, Gerald MacFarland's A Scattered People: An American Family Moves West, ENTERACOM's Grio': The Publication of African American Heritage, Pennsylvania Ethnic Heritage Studies Center's Toward a Better Balance: Curriculum Guide for Multicultural Education (Grades K–6, 7–12). Also consider using newspapers and periodicals.

5. Direct the students to process and report on the data they have collected. While tabulating answers will be easiest using information collected in Item 4A above, processing some of the other variations should prove very interesting, such as 4D. Have them create a profile of their summarized data, produce graphic presentations from the data, and write a report about the information. Have them compare their summarized data on race, Hispanic origin, and ancestry with that for the U.S. presented in Handout 4. Using these, have them create graphic depictions of the data.

6. Distribute and discuss Handout 3—"Selected 1990 Census Questions," if you have not yet done so. Questions 8 and 13 are from the "long form" questionnaire and will be asked only of a sample of the population. The answers from the sample will stand for the entire population.

   Question 8 simply asks for the state or country of birth of the person responding. Have the students answer this question for themselves. (NOTE: See **Instruction Guide** below about answering this and question 13.) Summarize the data by state and country. Have them produce a percentage distribution from these data by state for students born in the United States. Repeat the process for students born outside the country. Direct the students to prepare a visual display of their responses. Have the students pinpoint birth states/countries using a world or U.S. map, depending upon the domestic-foreign distribution. Repeat the entire process, asking the students to respond to the question for their parent(s). Based upon the two sets of summarized information, have them discuss and/or write an essay about migration patterns. In the discussion, have the students examine reasons why people migrate.

   The race question is the primary source of data for the White, Black, American Indian, Eskimo, and Aleut, and Asian and Pacific Islander groups. Question 7 is the primary source of data for various categories of persons of Hispanic origin. Question 13 (ancestry) provides detail from a sample of the population on ethnic origin or descent. Use the data gathering and reporting techniques noted above with question 8. Discuss historic patterns of immigration to the United States.

Instruction Guide to Answering Selected 1990 Census Questions

Question 4—Race. Fill ONE circle for the race each person considers himself/herself to be.

If you fill the "Indian (Amer.)" circle, print the name of the tribe or tribes in which the person is enrolled. If the person is not enrolled in a tribe, print the name of the principal tribe(s).

If you fill the "Other API" circle [under Asian or Pacific Islander (API)], only print the name of the group to which the person belongs. For example, the "Other API" category includes persons who identify as Burmese, Fijian, Hmong, Indonesian, Laotian, Bangladeshi, Pakistani, Tongan, Thai, Cambodian, Sri Lankan, and so on.

If you fill the "Other race" circle, be sure to print the name of the race.

If the person considers himself/herself to be "White," "Black or Negro," "Eskimo," or "Aleut", fill one circle only. Please do not print the race in the boxes.

The "Black or Negro" category also includes persons who identify as African-American, Afro-American, Haitian, Jamaican, West Indian, Nigerian, and so on.

Question 7—Hispanic Origin. A person is of Spanish/Hispanic origin if the person's origin (ancestry) is Mexican, Mexican-Am, Chicano, Puerto Rican, Cuban, Argentinean, Colombian, Costa Rican, Dominican, Ecudoran, Guatemalan, Honduran, Nicaraguan, Peruvian, Salvadoran; from other Spanish-speaking countries of the Caribbean or Central or South America; or from Spain.

If you fill the Yes, other Spanish/Hispanic circle, print one group.

A person who is not of Spanish/Hispanic origin should answer this question by filling the No (not Spanish/Hispanic) circle. Note the term "Mexican-Am." refers only to persons of Mexican origin or ancestry.

Question 8—Place of Birth. For persons born in the United States: Print the name of the state in which the person was born. If born in Washington, D.C., print District of Columbia. If the person was born in a U.S. territory or commonwealth, print Puerto Rico, U.S. Virgin Islands, Guam, American Samoa, or Northern Marianas.

For persons born outside the United States: Print the name of the foreign country or area where the person was born. Use current boundaries, not boundaries at the time of the person's birth. Specify whether Northern Ireland or the Republic of Ireland (Eire); East or West Germany; North or South Korea; England, Scotland, or Wales (not Great Britain or United Kingdom). Specify the particular country or island in the Caribbean (not, for example, West Indies).

Question 13—Ancestry. Print the ancestry group. Ancestry refers to the person's ethnic origin or descent, "roots," or heritage. Ancestry also may refer to the country of birth of the person or the person's parents, or ancestors before their arrival in the United States....Persons who have more than one origin and who cannot identify with a single group may report two ancestry groups (for example, German-Irish).

Be specific. For example, print whether West Indian, Asian Indian, or American Indian. West Indian includes persons whose ancestors came from Jamaica, Trinidad, Haiti, etc. Distinguish Cape Verdean from Portuguese; French Canadian from Canadian; and Dominican Republic from Dominica Island.

A religious group should not be reported as a person's ancestry.

NOTE: All persons, regardless of citizenship status, should answer all questions on the 1990 census questionnaire they receive.

Handout 1

The Bicentennial U.S. Census: An Overview

Census-taking is a very old practice. Throughout history, many nations have used censuses of their populations to measure occupations and military strength and for taxation purposes. In North America, enumeration has a long heritage. It has been an accounting tool for Indian peoples inhabiting the continent and for subsequent European colonial immigrants in such areas as New Spain, New France, and the English colonies.

The need for a national census of the new United States arose soon after the thirteen colonies broke their ties with Great Britain. The monetary costs of the Revolutionary War (1775–83) had been high, and the new Nation had to find ways to pay the debt; one way was to divide it equally among the people. (Although constitutionally planned, counting for taxation never did occur.) Another reason for a census was to establish a truly representative government to sit in the two Houses of Congress. While each state, regardless of size, would have two Senators in the Senate, the number of Members of the House of Representatives would be apportioned--divided up--among the states according to their population. The only way to find out how many people there were was to count them, so for the first time in history, a nation decided to make a census part of its constitution. As adopted in 1787, the U.S. Constitution included these words in Article I, Section 2:

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers....The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct.

The first census recorded very limited information. Under the Census Act of 1790, the count was to ascertain the number of inhabitants in various geographic groupings, omitting (American) Indians not taxed; and distinguishing free persons (including those bound to service for a term of years) from all others; the sex and color of free persons; and the number of free males 16 years of age and over, and slaves.

From its beginning, the decennial census has been more than a simple "headcount". Gathering information on sex and age in 1790 was done to obtain definite knowledge as to the military and industrial strength of the country. Through the years, the Nation has changed and so has the decennial census. The size, composition, and distribution of the population; the laws; and the complexity of the country have changed--and with them, the needs for statistical information. To stay in step, the content of the census has varied over time *"in such Manner as they [Congress] shall by Law direct."* Since 1940, the decennial census has been limited to items on population and housing.

Census population counts for each state must be reported to the President within 9 months after Census Day, which has been April 1 of the census year since 1930. Within 1 week of the opening of the next session of the Congress, the President must send to the Clerk of the House of Representatives the census count for each state and the number of Representatives to which each state is entitled, following the method of apportionment selected by the Congress. Within 15 calendar days, the Clerk of the House then notifies the Governor of each state as to how many Representatives that state will be entitled to in the next Congress. By April 1 of the year following the census, the Census Bureau supplies states with census data to use in drawing congressional and legislative district boundaries.

While the Census Bureau, founded in 1902, is best known for the national Census of Population and Housing taken every 10 years, the agency also conducts national agriculture, economic, and governments censuses every 5 years. Besides censuses, the Census Bureau administers about 250 sample surveys each year (many for other Federal agencies)

and prepares estimates and projections. These data-collection efforts result in thousands of statistical reports each year. All of this had earned the Census Bureau the name **Factfinder for the Nation.**

Collecting 1990 Census Information

The task of taking the census in 1990 will be more complex than it was in 1790. Just under 4 million persons and little more than 1/2 million households were counted in the 1790 census. Since that time, the country has grown dramatically, but the time allowed to complete a census and report its findings is very limited.

The Census Bureau anticipates that the U.S. population will approach 250 million people by 1990. It also is expected that the number of housing units will be about 106 million. Measuring the size of the population, the number of housing units, and their associated characteristics for the Nation and all of its geographic units is a huge task.

How many people will be needed to take the census? The number of people needed to take the 1990 census in very large. The operation requires hiring is approximately 400,000 people for various temporary jobs. Every effort will be made to hire persons who live in the community where they will work. The jobs will be located in about 500 local district (or field) offices and seven processing offices. The largest percentage of jobs will be crew leaders and enumerators.

All of the district offices will be open by late 1989 and will remain open throughout the summer of 1990. Although April 1 is Census Day, not everything can happen on that day. The Census Bureau needs preparatory time, but also time to follow up with households and persons who do not respond or might have been missed.

How will the 1990 census be taken? Most households in the Nation will receive a census questionnaire in the mail shortly before Census Day. Census enumerators will personally deliver the questionnaire in some rural areas and in some urban multifamily apartment complexes.

Using enumerators, the Census Bureau also counts person in institutions, the military, crews of vessels, the homeless, and transients.

All census forms are to be completed to represent each household's characteristics as of Census Day. Completed forms should include everyone who usually lives in the household but exclude persons only visiting. Babies born on Census Day are included.

If a household was supposed to return the form by mail but did not, a census enumerator must then go to that home and obtain the information. This increases the cost of taking the census.

What happens then? Once forms are returned, processing begins. They are checked for completeness. If information is missing, illegible, or inconsistent, a census enumerator must contact that household (by phone or in person) to complete the items. This, too, can increase the expense and cause delays. After these checks are made, these census answers to questions on an individual form are tallied along with answers to the same questions from all other census forms. This results in the creation of statistical totals or census data for a variety of geographic areas. These numeric totals are then put to thousands of uses.

What will be asked? Nationwide, most households will receive a census form asking only seven questions about each household member (such as race, Hispanic origin, age, and marital status) and seven questions about the characteristics of the housing unit (such as owner or renter status and perceived value of owner occupied housing). On the average, this self-administered "short form", or basic, questionnaire will take about 14 minutes to complete.

The remaining households, totaling about 17.7 million, will receive a "long form." It will include the above mentioned 14 questions and will contain 26 additional questions about the members of the household (for example, education attainment, employment, income, occupation, and ancestry) and 19 additional items about the housing unit (for example, age of the building, source of water, type of fuel used for heating). The average completion time for this form will be about 43 minutes.

These households will be selected by a sampling pattern. Responses from these sample households will be very important, because these answers will statistically depict the total population on items like education.

Uses of Census Summary Data

Only questions that address important policy and program needs are included in the census. For instance, the data from questions on plumbing facilities provide information for Federal studies on housing standards and quality. Likewise, summary statistics from the income questions are widely used by Federal, state, local, American Indian tribal, and Alaska Native village governments in the distribution of funds to communities for a variety of programs, including education. The 1990 population totals will be used to determine congressional, state, and local election district boundaries.

Something for Everyone. The above examples present mandated and legislatively specified uses of census data. But there is a myriad of other applications of the information that in one way or another affect everyone. The number of these applications and the variety of agencies and persons using the data are increasing. Given the complexity of American society, more decision makers are finding that plans, especially those involving monetary investments, are made easier by using census data.

Governments draw heavily on census data in planning and implementing community projects and developments, like planning for new schools. **Business and industry** make use of these statistics, especially those for small geographic areas, in deciding plant/office locations, expansions, new product lines, etc. An increasing number of **social service providers** have found that census facts give the kind of assistance they need in reaching and helping their clientele. Through the 1980 Census Neighborhood Statistics Program, census information was made available for approximately 28,000 **neighborhoods**, giving community leaders a better understanding of the areas in which they live. Finally, more **individuals** are using census summary information to guide decisions of personal importance, such as planning a small business or helping choose a new area of a community in which to live.

Everyone Loses When Everyone Is Not Counted

After the 1980 Census, the Census Bureau estimated that a small percent of the population was not counted. The undercount was higher among minority groups. Some people were missed because they left themselves out of the census. Some were afraid, some did not care, and some did not realize they were required to respond.

An undercount of segments of the population can have an adverse effect on decisions. Inaccuracies in the data can alter or halt projects and cause misallocations in the distribution of local funds and services. Some of these projects and funds are designed for the very people who fail to be counted. Being missed in the census has an effect on the people missed as well as their neighbors. This is why it is important that people be made aware of the census and complete the census form. Everyone loses if everyone is not counted in the 1990 census.

Answering the Census: Civic Duty, Confidentiality, and the Law

The purpose of the census is to obtain counts--statistical totals. Questions are asked of individuals and households to compile these totals. Answering census questions is a civic responsibility. It also is the law (as mandated in Title 13 of the U.S. Code). Failure to comply can result in penalties, including fines of up to $500.

This same law keeps answers given in the census away from welfare agencies, the Immigration and Naturalization Service, the Internal Revenue Service, courts, police, the military...everyone. The 1990 census records will be held confidential for 72 years--until the year 2062. Only records from 1790 to 1910 now are open to the public.

No one--neither a census taker nor any other employee of the Census Bureau--can reveal information about any individual or family to anyone outside the Census Bureau. Census workers swear an oath to uphold this confidence. Census employees violating this oath are subject to severe penalties of up to 5 years in prison or $5,000 in fines.

The integrity of census confidentiality also has been upheld in court. Legal challenges from outside the Census Bureau for access to actual census forms and other protected material (such as address lists) have all been denied. This tough stand on confidentiality is a hallmark of census taking in the United States.

Handout 2

Facsimile of the 1990 Census Questionnaire: Basic Form

Page 1

The 1990 census must count every person at his or her "usual residence." This means the place where the person lives and sleeps most of the time.

1a. List on the numbered lines below the name of each person living here on Sunday, April 1, including all persons staying here who have no other home. If EVERYONE at this address is staying here temporarily and usually lives somewhere else, follow the instructions given in question 1b below.

Include

- Everyone who usually lives here such as family members, housemates and roommates, foster children, roomers, boarders, and live-in employees
- Persons who are temporarily away on a business trip, on vacation, or in a general hospital
- College students who stay here while attending college
- Persons in the Armed Forces who live here
- Newborn babies still in the hospital
- Children in boarding schools below the college level
- Persons who stay here most of the week while working even if they have a home somewhere else
- Persons with no other home who are staying here on April 1

Do NOT include

- Persons who usually live somewhere else
- Persons who are away in an institution such as a prison, mental hospital, or a nursing home
- College students who live somewhere else while attending college
- Persons in the Armed Forces who live somewhere else
- Persons who stay somewhere else most of the week while working

Print last name, first name, and middle initial for each person. Begin on line 1 with the household member (or one of the household members) in whose name this house or apartment is owned, being bought, or rented. If there is no such person, start on line 1 with any adult household member.

	LAST	FIRST	INITIAL		LAST	FIRST	INITIAL
1				7			
2				8			
3				9			
4				10			
5				11			
6				12			

1b. If EVERYONE is staying here only temporarily and usually lives somewhere else, list the name of each person on the numbered lines above, fill this circle ⟶ ○ and print their usual address below. DO NOT PRINT THE ADDRESS LISTED ON THE FRONT COVER.

House number | Street or road/Rural route and box number | Apartment number

City | State | ZIP Code

County or foreign country | Names of nearest intersecting streets or roads

NOW PLEASE OPEN THE FLAP TO PAGE 2 AND ANSWER ALL QUESTIONS FOR THE FIRST 7 PEOPLE LISTED. USE A BLACK LEAD PENCIL ONLY.

PLEASE ALSO ANSWER HOUSING QUESTIONS ON PAGE 3

Please fill one column ➡ for each person listed in Question 1a on page 1.

PERSON 1

Last name

First name — Middle initial

2. How is this person related to PERSON 1?

Fill ONE circle for each person.

If **Other relative** of person in column 1, fill circle and print exact relationship, such as mother-in-law, grandparent, son-in-law, niece, cousin, and so on.

START in this column with the household member (or one of the members) in whose name the home is owned, being bought, or rented.

If there is no such person, start in this column with any adult household member.

3. Sex

Fill ONE circle for each person.

○ Male ○ Female

4. Race

Fill ONE circle for the race that the person considers himself/herself to be.

If **Indian (Amer.)**, print the name of the enrolled or principal tribe. →

If **Other Asian or Pacific Islander (API)**, print one group, for example: Hmong, Fijian, Laotian, Thai, Tongan, Pakistani, Cambodian, and so on. →

If **Other race**, print race. →

○ White
○ Black or Negro
○ Indian (Amer.) (Print the name of the enrolled or principal tribe.)
○ Eskimo
○ Aleut

Asian or Pacific Islander (API)

○ Chinese ○ Japanese
○ Filipino ○ Asian Indian
○ Hawaiian ○ Samoan
○ Korean ○ Guamanian
○ Vietnamese ○ Other API

○ Other race (Print race)

5. Age and year of birth

a. Print each person's age at last birthday. Fill in the matching circle below each box.

b. Print each person's year of birth and fill the matching circle below each box.

a. Age

b. Year of birth — 1

6. Marital status

Fill ONE circle for each person.

○ Now married ○ Separated
○ Widowed ○ Never married
○ Divorced

7. Is this person of Spanish/Hispanic origin?

Fill ONE circle for each person.

If **Yes, other Spanish/Hispanic**, print one group. →

○ No (not Spanish/Hispanic)
○ Yes, Mexican, Mexican-Am., Chicano
○ Yes, Puerto Rican
○ Yes, Cuban
○ Yes, other Spanish/Hispanic (Print one group, for example: Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)

FOR CENSUS USE →

PERSON 2

Last name

First name — Middle initial

2. How is this person related to PERSON 1?

If a RELATIVE of Person 1:

○ Husband/wife ○ Brother/sister
○ Natural-born or adopted son/daughter ○ Father/mother
○ Grandchild
○ Other relative
○ Stepson/stepdaughter

If NOT RELATED to Person 1:

○ Roomer, boarder, or foster child ○ Unmarried partner
○ Housemate, roommate ○ Other nonrelative

3. Sex

○ Male ○ Female

4. Race

○ White
○ Black or Negro
○ Indian (Amer.) (Print the name of the enrolled or principal tribe.)
○ Eskimo
○ Aleut

Asian or Pacific Islander (API)

○ Chinese ○ Japanese
○ Filipino ○ Asian Indian
○ Hawaiian ○ Samoan
○ Korean ○ Guamanian
○ Vietnamese ○ Other API

○ Other race (Print race)

5. Age and year of birth

a. Age

b. Year of birth — 1

6. Marital status

○ Now married ○ Separated
○ Widowed ○ Never married
○ Divorced

7. Is this person of Spanish/Hispanic origin?

○ No (not Spanish/Hispanic)
○ Yes, Mexican, Mexican-Am., Chicano
○ Yes, Puerto Rican
○ Yes, Cuban
○ Yes, other Spanish/Hispanic (Print one group, for example: Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)

NOW PLEASE ANSWER QUESTIONS H1a – H26 FOR THIS HOUSEHOLD

PERSON 7

Last name

First name — Middle initial

If a RELATIVE of Person 1:

- ○ Husband/wife
- ○ Natural-born or adopted son/daughter
- ○ Stepson/stepdaughter
- ○ Brother/sister
- ○ Father/mother
- ○ Grandchild
- ○ Other relative

If NOT RELATED to Person 1:

- ○ Roomer, boarder, or foster child
- ○ Housemate, roommate
- ○ Unmarried partner
- ○ Other nonrelative

- ○ Male
- ○ Female

- ○ White
- ○ Black or Negro
- ○ Indian (Amer.) (Print the name of the enrolled or principal tribe.)
- ○ Eskimo
- ○ Aleut

Asian or Pacific Islander (API)

- ○ Chinese
- ○ Filipino
- ○ Hawaiian
- ○ Korean
- ○ Vietnamese
- ○ Japanese
- ○ Asian Indian
- ○ Samoan
- ○ Guamanian
- ○ Other API

- ○ Other race (Print race.)

a. Age — b. Year of birth: 1

a. Age	b. Year of birth
0 ○ 0 ○ 0 ○	1 ● 8 ○ 0 ○ 0 ○
1 ○ 1 ○ 1 ○	9 ○ 1 ○ 1 ○
2 ○ 2 ○	2 ○ 2 ○
3 ○ 3 ○	3 ○ 3 ○
4 ○ 4 ○	4 ○ 4 ○
5 ○ 5 ○	5 ○ 5 ○
6 ○ 6 ○	6 ○ 6 ○
7 ○ 7 ○	7 ○ 7 ○
8 ○ 8 ○	8 ○ 8 ○
9 ○ 9 ○	9 ○ 9 ○

- ○ Now married
- ○ Widowed
- ○ Divorced
- ○ Separated
- ○ Never married

- ○ No (not Spanish/Hispanic)
- ○ Yes, Mexican, Mexican-Am., Chicano
- ○ Yes, Puerto Rican
- ○ Yes, Cuban
- ○ Yes, other Spanish/Hispanic (Print one group, for example Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)

- ○
- ○

H1a. Did you leave anyone out of your list of persons for Question 1a on page 1 because you were not sure if the person should be listed — for example, someone temporarily away on a business trip or vacation, a newborn baby still in the hospital, or a person who stays here once in a while and has no other home?

- ○ Yes, please print the name(s) and reason(s).
- ○ No

b. Did you include anyone in your list of persons for Question 1a on page 1 even though you were not sure that the person should be listed — for example, a visitor who is staying here temporarily or a person who usually lives somewhere else?

- ○ Yes, please print the name(s) and reason(s).
- ○ No

H2. Which best describes this building? Include all apartments, flats, etc., even if vacant.

- ○ A mobile home or trailer
- ○ A one-family house detached from any other house
- ○ A one-family house attached to one or more houses
- ○ A building with 2 apartments
- ○ A building with 3 or 4 apartments
- ○ A building with 5 to 9 apartments
- ○ A building with 10 to 19 apartments
- ○ A building with 20 to 49 apartments
- ○ A building with 50 or more apartments
- ○ Other

H3. How many rooms do you have in this house or apartment? Do NOT count bathrooms, porches, balconies, foyers, halls, or half-rooms.

- ○ 1 room
- ○ 2 rooms
- ○ 3 rooms
- ○ 4 rooms
- ○ 5 rooms
- ○ 6 rooms
- ○ 7 rooms
- ○ 8 rooms
- ○ 9 or more rooms

H4. Is this house or apartment —

- ○ Owned by you or someone in this household with a mortgage or loan?
- ○ Owned by you or someone in this household free and clear (without a mortgage)?
- ○ Rented for cash rent?
- ○ Occupied without payment of cash rent?

If this is a ONE-FAMILY HOUSE —

H5a. Is this house on ten or more acres?

- ○ Yes
- ○ No

b. Is there a business (such as a store or barber shop) or a medical office on this property?

- ○ Yes
- ○ No

Answer only if you or someone in this household OWNS OR IS BUYING this house or apartment —

H6. What is the value of this property; that is, how much do you think this house and lot or condominium unit would sell for if it were for sale?

- ○ Less than $10,000
- ○ $10,000 to $14,999
- ○ $15,000 to $19,999
- ○ $20,000 to $24,999
- ○ $25,000 to $29,999
- ○ $30,000 to $34,999
- ○ $35,000 to $39,999
- ○ $40,000 to $44,999
- ○ $45,000 to $49,999
- ○ $50,000 to $54,999
- ○ $55,000 to $59,999
- ○ $60,000 to $64,999
- ○ $65,000 to $69,999
- ○ $70,000 to $74,999
- ○ $75,000 to $79,999
- ○ $80,000 to $89,999
- ○ $90,000 to $99,999
- ○ $100,000 to $124,999
- ○ $125,000 to $149,999
- ○ $150,000 to $174,999
- ○ $175,000 to $199,999
- ○ $200,000 to $249,999
- ○ $250,000 to $299,999
- ○ $300,000 to $399,999
- ○ $400,000 to $499,999
- ○ $500,000 or more

Answer only if you PAY RENT for this house or apartment —

H7a. What is the monthly rent?

- ○ Less than $80
- ○ $80 to $99
- ○ $100 to $124
- ○ $125 to $149
- ○ $150 to $174
- ○ $175 to $199
- ○ $200 to $224
- ○ $225 to $249
- ○ $250 to $274
- ○ $275 to $299
- ○ $300 to $324
- ○ $325 to $349
- ○ $350 to $374
- ○ $375 to $399
- ○ $400 to $424
- ○ $425 to $449
- ○ $450 to $474
- ○ $475 to $499
- ○ $500 to $524
- ○ $525 to $549
- ○ $550 to $599
- ○ $600 to $649
- ○ $650 to $699
- ○ $700 to $749
- ○ $750 to $999
- ○ $1,000 or more

b. Does the monthly rent include any meals?

- ○ Yes
- ○ No

FOR CENSUS USE

A. Total persons

B. Type of unit

Occupied	Vacant
First form	Regular
Cont'n	Usual home elsewhere

C1. Vacancy status

- ○ For rent
- ○ For sale only
- ○ Rented or sold, not occupied
- ○ For seas./rec./occ
- ○ For migrant workers
- ○ Other vacant

C2. Is this unit boarded up?

- ○ Yes
- ○ No

D. Months vacant

- ○ Less than 1
- ○ 1 up to 2
- ○ 2 up to 6
- ○ 6 up to 12
- ○ 12 up to 24
- ○ 24 or more

E. Complete after

- ○ LR ○ TC ○ QA JIC 1
- ○ P/F ○ RE ○ I/T ○
- ○ MV ○ ED ○ EN
- ○ P0 ○ P3 ○ P6
- ○ P1 ○ P4 ○ IA JIC 2
- ○ P2 ○ P5 ○ SM ○

F. Cov.

- ○ 1b ○ 1a ○ 7 ○ H1

G. DO — **ID**

Handout 3

Selected 1990 Census Questions

4. Race
Fill ONE circle for the race that the person considers himself/herself to be.

If **Indian (Amer.)**, print the name of the enrolled or principal tribe. →

If **Other Asian or Pacific Islander (API)**, print one group, for example: Hmong, Fijian, Laotian, Thai, Tongan, Pakistani, Cambodian, and so on. →

If **Other race**, print race. →

- ○ White
- ○ Black or Negro
- ○ Indian (Amer.) (Print the name of the enrolled or principal tribe.)
- ○ Eskimo
- ○ Aleut

Asian or Pacific Islander (API)

- ○ Chinese
- ○ Japanese
- ○ Filipino
- ○ Asian Indian
- ○ Hawaiian
- ○ Samoan
- ○ Korean
- ○ Guamanian
- ○ Vietnamese
- ○ Other API

- ○ Other race (Print race)

7. Is this person of Spanish/Hispanic origin?
Fill ONE circle for each person.

If **Yes, other Spanish/Hispanic**, print one group. →

- ○ No (not Spanish/Hispanic)
- ○ Yes, Mexican, Mexican-Am., Chicano
- ○ Yes, Puerto Rican
- ○ Yes, Cuban
- ○ Yes, other Spanish/Hispanic
  (Print one group, for example: Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)

8. In what U.S. State or foreign country was this person born?

(Name of State or foreign country; or Puerto Rico, Guam, etc.)

13. What is this person's ancestry or ethnic origin?
(See instruction guide for further information.)

(For example: German, Italian, Afro-Amer., Croatian, Cape Verdean, Dominican, Ecuadoran, Haitian, Cajun, French Canadian, Jamaican, Korean, Lebanese, Mexican, Nigerian, Irish, Polish, Slovak, Taiwanese, Thai, Ukrainian, etc.)

Handout 4

Data on Race, Hispanic Origin, and Selected Ancestry Groups From the 1980 Census

Race, 1980	
Total Population	226,545,805
White	189,035,012
Black	26,482,349
American Indian, Eskimo, and Aleut	1,534,336
American Indian	1,478,523
Eskimo	42,098
Aleut	13,715
Asian and Pacific Islander	3,726,440
Asian	3,466,874
Chinese	812,178
Filipino	781,894
Japanese	716,331
Asian Indian	387,223
Korean	357,393
Vietnamese	245,025
Laotian	47,683
Thai	45,279
Cambodian	16,044
Pakistani	15,792
Indonesian	9,618
Hmong	5,204
All Other Asian	27,210
Pacific Islander	259,566
Polynesian	220,278
Hawaiian	172,346
Samoan	39,520
Tongan	6,226
Micronesian	35,508
Guamanian	30,695
Melanesian	3,311
All Other Pacific Islander	469
Other Race	5,767,668

Hispanic Origin, 1980[1]	
Total Population	226,545,805
Total, Not Hispanic	211,942,122
Total, Hispanic	14,603,683
Mexican	8,678,632
Puerto Rican	2,004,961
Cuban	806,223
Other Hispanic	3,113,867

Selected Ancestry Groups, 1980[2]	
European:	
English	49,598,035
German	49,224,146
Irish	40,165,702
French[3]	12,892,246
Italian	12,183,692
Scottish	10,048,816
Polish	8,228,037
Dutch	6,304,499
Swedish	4,345,392
Norwegian	3,453,839
Russian[4]	2,781,432
Czech[5]	1,892,456
Hungarian	1,776,902
Welsh	1,664,598
Danish	1,518,273
Portuguese	1,024,351
Other:	
French Canadian	780,488
Canadian	456,212
Lebanese	294,895
Jamaican	253,268
Armenian	212,621
Iranian	122,890
Syrian	106,638

Source: Bureau of the Census, 1980 Census of Population, "Characteristics of the Population -- General Social and Economic Characteristics: U.S. Summary," Tables 74-75; 1980 Census of Population, "Subject Reports -- Asian and Pacific Islander Population in the United States: 1980," Table 1; 1980 Census of Population, Supplementary Report -- "Ancestry of the Population by State: 1980," Tables B and D.

1. *Hispanic origin is not a racial category. Persons of Hispanic origin may be of any race.*
2. *Includes persons who reported single and multiple ancestry groups. Persons who reported a multiple ancestry group may be included in more than one category. For example, a person reporting "English-German" was counted in both the "English" and "German" categories. Major classifications of ancestry groups do not represent strict geographic or cultural definitions. The European ancestry groups shown are those with 1,000,000 or more persons and the "Other" non-European groups shown are only some of those with 75,000 or more persons.*
3. *Excludes French Basque.*
4. *Includes persons who reported "Russian" and other related European and Asian groups. Excludes Ukrainian, Ruthenian, Belorussian, and some other distinct ethnic groups.*
5. *Includes persons who reported "Czech," "Bohemian," and "Moravian," as well as the general response "Czechoslovakian."*

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